

CALIFORNIA SCHOOLS



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CONTENTS

	Page
A Note on the Closing Date for Veterans' Education Programs.....	97
Fabrics and Fibers as Fire Hazards in Schools.....	99
Highlights of the Midcentury White House Conference on Children and Youth, December 3-7, 1950.....	101
Departmental Communications	116
Interpretations of School Law.....	120
Notes on Departmental Activities.....	121
For Your Information.....	124
Professional Literature	130
Directory of the California State Department of Education	133

A NOTE ON THE CLOSING DATE FOR VETERANS' EDUCATION PROGRAMS

ROY E. SIMPSON, *Superintendent of Public Instruction*

The summer of 1951 will bring upon us one of the important dates that limit the opportunities available to veterans in the program of education and training offered under the terms of Public Law 346 as amended (the "GI Bill of Rights"). Most of the war veterans who were discharged from the armed services on or before July 25, 1947, will not be permitted under regulations of the Veterans Administration to start or to resume education or training programs after July 25, 1951. Federal expenditures for programs undertaken by this group of veterans, without exception, will cease on July 25, 1956. With certain exceptions, the veterans in this group who begin or resume their training programs now must remain enrolled in the regular school term continuously from year to year if they wish to use their entitlement in completing these programs.

Teachers are among the few for whom exceptions in this ruling have been made. Teachers who have initiated their educational programs under entitlement before July 25, 1951, may carry these on in successive summer sessions, provided they are employed in teaching positions during the intervening school years and provided that the programs being pursued will lead directly to a graduate degree. Interruption of summer study or regular employment will mean forfeiture of any remaining entitlement.

In inviting public school administrators, college administrators, and student and personnel advisers throughout the state to co-operate in securing a wide distribution of this information, I should like to emphasize that the opportunity to begin or resume GI education and training programs is open this summer to all veterans who qualify, whether students, teachers, or persons not at present enrolled in any program. It is my opinion that this opportunity is so valuable that it is incumbent upon public school officials to assist in securing wide acquaintance with the facts concerning the 1951 deadline.

The point that should be emphasized is that the eligible veteran, whether student, teacher, or other person, must be enrolled in the educational or training program of his choice during the coming summer, before July 25, 1951, or the opportunity will be lost to him. Additional information and counseling are available from county veterans' service officers, veterans' co-ordinators at colleges and universities, and from offices of the Veterans Administration. California veterans who are considering eventual use of their California veterans' entitlement under state law may also consult representatives of the Division of Education Assistance, Department of Veterans Affairs.

The success of the GI education and training program in California is largely due to the high standards established by the State Board of Education in meeting its responsibilities as the state approval agency for schools offering programs for veterans. In executing the Board's policy in this field, the Bureau of Readjustment Education of the Department of Education has discharged a difficult assignment with efficiency and careful attention to veterans' welfare.

Among the helpful services of the Bureau have been the annual publication of a list of educational institutions approved to offer training to veterans¹ and an annual survey of veteran enrollment.

The enrollment survey based on data reported as of October 1, 1950, showed that the total enrollment in 155 institutions of higher education in California was 240,570. Of this total, 65,788 were veterans. And of these, 41,220 were enrolled under authority of Public Law 346 as amended. Of the total of 42,343 enrollees (full-time and part-time) in private professional, semiprofessional, and vocational trade schools, 26,449 were veterans. Of this total, 23,495 were enrolled under authority of Public Law 346. In addition, the Bureau reported that 4,471 veterans were enrolled in institutional on-the-farm training.

The Bureau's authority to enforce the standards for approval adopted by the State Board of Education was clarified as the result of a hearing conducted before a hearing officer of the State Division of Administrative Procedure in San Francisco late in 1950. The question involved was failure of a school to comply with requirements for continued approval. Upon the Bureau's suspension of its approval of the school, a hearing was requested. Submission of evidence required two months. The decision proposed by the hearing officer upheld the action of the Bureau in suspending the school's approval. This decision was adopted by the State Department of Education, and the Bureau then revoked the approval previously given to the school.

Under the rules and regulations governing approval, it is possible for a school that has been removed from the approved list to apply subsequently for a new approval. Provided that it is able to demonstrate compliance with the standards required, it may be approved again.

News from Washington indicates that legislative proposals to extend the limiting dates mentioned in this article for a two-year period have been introduced in the 82nd Congress. Whatever the Congress may decide, it is well for California students, teachers, and counselors to assume at present that the deadline of July 25, 1951, will remain effective. Since the process of establishing eligibility is time-consuming, I wish to urge that veterans initiate without delay their requests to the Veterans Administration for establishment or reinstatement of their eligibility for education and training under Public Law 346.

¹ The current issue is *List of California Educational Institutions Approved to Offer Training to Veterans under Public Law 346 as Amended*, January, 1951. Copies are available on request to the Bureau of Textbooks and Publications, State Department of Education, Sacramento 14, California.

FABRICS AND FIBERS AS FIRE HAZARDS IN SCHOOLS

JOE R. YOCKERS, *State Fire Marshal*

The California Legislature, through the Health and Safety Code, regulates the use in places of public assemblage of fabrics and materials that create or increase any fire hazard.¹

DECORATIVE MATERIALS IN SCHOOLS

The following sections of the Health and Safety Code, enacted as Chapter 1549, Statutes of 1947, became effective on July 1, 1948.

13119. It is unlawful for any person, firm or corporation to establish, maintain or operate any . . . auditorium, school, or any other place of public assemblage used, or intended for use, as a place of amusement, entertainment, instruction, display, or exhibition, unless all drapes, hangings, curtains, drops, and all other similar decorative materials that would tend to increase the fire or panic hazard are made from a nonflammable material, or are treated and maintained in a flame-retardant condition as defined in Section 13115. The provisions of this section shall not apply to portions of the premises which are not a part of and are not directly connected with that portion of the premises used for any of the above purposes.

13120. The State Fire Marshal shall establish minimum standard requirements, and shall adopt such rules and regulations as are deemed necessary by him to properly regulate the manufacture, sale and application of flame-retardant chemicals and the sale of flame-retardant treated fabrics or materials used or intended for use in connection with any occupancy mentioned in Sections 13115 and 13119.

Schools are directly affected by this legislation and must therefore comply with its requirements. Care should be taken by school authorities to determine that the crepe papers commonly used as decorative materials in schools are of the approved type. Flame-retardant crepe papers are now readily available throughout California and schools should be sure to accept only the approved type when purchasing such materials.

In considering Section 13119, school officials have indicated a desire for a practical interpretation of this law as it applies to the school classroom, to be used as a guide for both school authorities and responsible fire officials in establishing common ground for uniformity of thought and practice.

Obviously, the intent of the Legislature in enacting such laws was to provide a greater degree of safety for schools. At the same time, it is reasonable to believe that it was not the intention to hamper or curtail the effectiveness of school programs.

¹ Cf. *School Guide for Fire Safety for School Boards, Administrators, Teachers, Noncertificated Personnel*. Sacramento 14: State Fire Marshal, 1950, pp. 14-15. Copies of this pamphlet are available upon request from the State Fire Marshal, 921 10th St., Sacramento 14. Sections 13119 and 13120 are quoted in *Education Code of California, 1949*, "Extracts from the Health and Safety Code," p. 842.

Thus it may be concluded that where a considerable amount of combustible paper is to be used in the form of decorations or displays *that would materially add to the fire hazard within the room*, such paper should be of the flameproofed type. However, a few drawings, pictures, or art displays tacked to the wall or bulletin board or placed upon easels or racks would not, generally speaking, fall within this category.

In determining whether or not the combustible decorations add to the potential fire hazard, attention should be given to the possible source of heat or ignition. Crepe papers, Japanese lanterns, fancy paper shades or other combustible materials must be considered as dangerous when used around electric light bulbs or fixtures or near radiators, stoves, or heaters, and such use should not be permitted. Experience has proved that these practices have been responsible for many disastrous fires in schools, which is no doubt the reason for enactment of the legislation under consideration.

FLAMMABLE FABRICS IN SCHOOLS

Section 19810 of the Health and Safety Code regulates the use of highly flammable material for wearing apparel in California. This law prohibits the use of highly flammable costumes such as have often been worn by children in connection with school plays.

Many incidents have come to the attention of fire officials in recent years where open flame torches, candles, or chemicals used as part of a stage effect have been the direct source of ignition of costumes worn by children. Care and judgment should be used by school personnel in planning costumes and stage effects for school activities. Use of all open flame devices of any type should be prohibited.

CO-OPERATION WITH FIRE OFFICIALS

The achievement of school fire safety calls for full co-operation on the part of classroom teachers and school authorities and for the use of practical judgment on the part of the enforcing fire officials.

School administrators are urged to avail themselves of the services of the local fire official in solving problems that affect school fire safety. His store of practical experience and his reference library of published and authentic materials on the subject will be of assistance in the provision of increased safety to life and property and, when applied in connection with the school officials' intimate knowledge of the daily school requirements and procedures, should yield solutions to even the most difficult problems.

HIGHLIGHTS OF THE MIDCENTURY WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH, Dec. 3-7, 1950

HELEN HEFFERNAN, *Assistant Chief, Division of Instruction, Elementary Education*, and FAITH SMITTER, *Consultant in Rural Education*

The National Committee of the Midcentury White House Conference on Children and Youth drew up the following statement to guide the Conference:

The Midcentury White House Conference on Children and Youth bases its concern for children on the primacy of spiritual values, democratic practice, and the dignity and worth of every individual. Accordingly, the purpose of the Conference shall be to consider how we can develop in children the mental, emotional, and spiritual qualities essential to individual happiness and to responsible citizenship, and what physical, economic, and social conditions are deemed necessary to this development.

To do this the Conference shall

- (a) bring together in usable form pertinent knowledge related to the development of children and indicate areas in which further knowledge is needed;
- (b) examine the environment in which children are growing up, with a view to determining its influence upon them;
- (c) study the ways in which the home, the school, the church, the law, health and welfare agencies, and other social institutions, individually and co-operatively, are serving the needs of children;
- (d) formulate, through co-operative efforts of laymen and specialists, proposals for the improvement of parental, environmental, and institutional influences on children;
- (e) suggest means whereby these proposals may be communicated to the people and put into action.

Characteristics of a Healthy Personality

Many speakers referred to a formulation of the characteristics of a healthy personality developed by Erik Erikson of the San Francisco Psychoanalytic Institute. The following were included:

1. *A sense of trust*—developed primarily by the sensitiveness with which mothers respond to children's needs
2. *A sense of autonomy*—self-reliance and adequacy are developed as a child experiences over and over that he is a person permitted to make choices
3. *A sense of initiative*—selecting social goals and persevering in the attempt to reach them
4. *A sense of accomplishment*—settling down to learning how to do things and how to do them well
5. *A sense of identity*—discovering role in society
6. *A sense of intimacy*—friendship, love, and inspiration sought when child feels sure of himself
7. *The parental sense*—desire to nourish and nurture
8. *The sense of integrity*—acceptance of the fact that one's life is one's own responsibility

Notes from the Major Addresses

BENJAMIN SPOCK, M.D.

Dr. Spock, co-director of The Rochester Child Health Institute, Rochester, Minnesota, addressed the Conference on "What We Know Today About the Development of Healthy Personalities in Children and Youth." The following are excerpts from his address.

We are knowingly short-changing our children. Our schools are too few and too small. Much of the equipment is antiquated. Most classes throughout the country are shockingly large, so large that the best teachers are frustrated. There are too few teachers.

America spends less for public education than for tobacco, for liquor, for cosmetics. We pay for what we want.

It is obvious that we who are interested in good schools must do a better job educating the public in their value . . . There are no good reasons aside from the immense inertia of our institutions and customs why we cannot improve the situation.

Children are being neglected in their own homes—personalities are being warped under our eyes. Some loving care and guidance—even a few hours a day—would help. It costs \$30,000 to catch and convict a felon. We need to prove to the public that good care and education of children is a more economical solution to our problems. Health, security, good schooling are necessary. Children cannot speak for these rights for themselves.

A large percentage of our people are ineffectual or unhappy and they make everyone else miserable. There is too much cruelty and hatred and suspicion and fear. There are too many mentally ill people. The number of marriages that end in divorce suggests a disturbing degree of immaturity in the supposedly adult years. There are too many criminals.

ALLISON DAVIS

The country is wasting "a large proportion" of its human resources in schools, in the armed services, and in industry, said Allison Davis, Professor of Education at the University of Chicago. Dr. Davis continued in part:

The United States at this moment urgently needs all the skilled people it can get. Ability must be discovered and given a fair chance to develop. More than 60 out of every 100 children live in families of lower socio-economic status. The ability represented in this group is largely undiscovered and unused.

More than 95 out of every 100 teachers are from the middle economic group. Cultural habits of the middle socio-economic group as regards such things as cleanliness, aggression, sex habits are almost the opposite of the lower economic group.

Teachers are trying to change the culture pattern of the lower socio-economic group. This is a source of worry and sense of failure, a realistic cause for anxiety when children are greatly retarded on achievement tests. One study showed children were one and one-half years retarded in 4 years of schooling. Teachers are trying to teach these children an exceedingly dull curriculum largely through memorization of textbooks and largely by verbal means. This type of education does not help the child to meet his life problems. Any other group of human beings would be just as worried as teachers seem to be. This represents a 50 per cent waste of teacher time and effort.

During the past 20 years, social anthropologists have carried on studies which reveal three distinct strata in our society—upper, middle, and lower class. Each has its own way of life. The child of lower economic class comes from a home in which parents curse, fight, and are disinterested in school. Delinquent, hostile behavior is a socially acceptable response to their environment. This cultural molding becomes effective in the first months of life; lower-class children are nursed more often and longer, and delay in toilet training is general. The middle-class child is forced on all of these issues; he must help with the chores, come in earlier. Middle-class children are more worried; they suck their thumbs 3 to 1 over lower-class children. Because of parental expectancies and pressure they work harder in school.

Let us view the slum adult world. What are the social goals of slum adults? What experiences are pleasant or painful? Middle-class people eat more regularly and more sparingly; they feel some guilt about getting fat. Slum people fear they will not get enough to eat and so when food is plentiful they eat as much as they can as a protection against the time they may not have food. This grows out of a deep fear of starvation.

Slum people fear eviction from shelter; they live in fear of cold, of darkness. Many slum people have no overcoats, no woolen clothing. Life is a recurrent series of peaks, of deprivations or of plenty. Of course, it would be more rational if they saved or budgeted their money but people are not reasonable. They have no chance to learn middle-class foresight and culture.

Most teachers resent the lower-class child's fighting, but the parents have taught them to fight. An adolescent boy who isn't able to fight won't get the approval of his father. Aggression is the cultural pattern and not an evidence of maladjustment except to the middle-class psychiatrist.

On generally used intelligence tests, lower-class children 6-10 years of age have an average I.Q. 8 to 12 points below that of middle-class children. Children of 12-16 years have an average I.Q. 20 to 25 points below middle-class children. There is clear, scientific evidence to prove that tests use material representative of white, urban, middle-class experiences. Over the country, schools provided for lower-class children are held in poorer buildings with larger classes and a poor curriculum.

We cripple human ambition by discouragement. The free school must be the ladder of the people. The survival of the United States depends upon the public schools. We are faced with increased economic competition from abroad. We need increased numbers of white-collar workers. We need to recruit these workers from boys and girls who are poor but smart. The United States must maintain the democratic ladder, keep a way up for those who learned difficult skills and worked hard. We are in a period of crisis. We can no longer afford to waste these abilities.

KATHERINE F. LENROOT

Katherine F. Lenroot, chief of the Children's Bureau made the following declaration in an address on how the federal government serves youth:

As the federal government increases its impact upon community and family life, because of the character and urgency of the problems we face, it becomes more than ever necessary that co-operative relations be strengthened between the federal government, the states, and the voluntary organizations, and that the primary reliance on the family and the local community be maintained in the rearing of children and the education and training of youth.

LEONARD W. MAYO

Dr. Mayo, director of the Association for the Aid of Crippled Children, issued a warning:

Unless we learn better how to evaluate and apply knowledge, the sources of pure research cannot be strengthened and vast human waste will be continued. Until more of our money, our strength, our intelligence, and our scientific "know how" is focused on application, we shall continue to fall short of our potentialities.

We failed for a long while to apply what we knew about cultures and races to relatively simple problems of cultural and racial relations. Had we worked on that earlier and with some of the zeal that went into atomic research, we would have discovered that . . . knowledge is not enough.

No one can apply knowledge unless he is free; unless he has a scientific attitude of mind—a searching mind—a passion for comprehension; unless he can make a synthesis of what research has to offer; unless he recognizes the art as well as the science of application; and unless he finds channels through which he can apply the knowledge available through research.

MARGARET MEAD

Dr. Margaret Mead, assistant curator of ethnology at the American Museum of Natural History, New York, said:

We have been growing up such a long time in a rapidly changing civilization that change has become a part of our cultural pattern. Our homes are the launching platforms from which we send our children out on uncharted seas. We do not know what kind of problems they are going to meet. Our people are characterized by an awareness and an alertness to adjust to ever-changing circumstances. We have to have confidence and humility and these are hard things to combine. We are living in a period of history more exacting than ever before. We are facing the problem of keeping the future free. We must preserve the freedom we have so precariously learned to live with.

PRESIDENT TRUMAN

President Truman warned that the Chinese Communist invasion of Korea raises the threat of a third World War and that American youth must prepare for military service to insure survival of the United States. The following are excerpts from his discussion of the war crisis and the Communist menace.

All of us are aware of the grave risk of general conflict which has been deliberately caused by the Chinese Communist leaders. Their action greatly changes the immediate situation with which we are confronted. It does not change our fundamental purpose to work for the cause of a just and peaceful world.

No matter how the immediate situation may develop, we must remember that the fighting in Korea is but one part of the tremendous struggle of our time—the struggle between freedom and Communist imperialism. This struggle engages all our national life, all our institutions, all our resources. For the effort of the evil forces of communism to reach out and dominate the world confronts our nation and our civilization with the greatest challenge in our history.

The rearmament program will change the lives of our young people. A great many of them will have to devote some part of their lives to service in our armed forces or other defense activities. In no other way can we insure our survival as a nation. . .

We need the combined resources and the common determination of the free world to meet the military threat of communism. We must remain firm in our commitments to the United Nations. That is the only way out of an endless circle of force and retaliation, violence and war—which will carry the human race back to the dark ages if it is not stopped.

Our thoughts and prayers are with our young men who are fighting in Korea. The full effort of the united people of this country is behind them.

The most important thing young people will need in meeting the challenge of communism in the years ahead is moral strength—strength of character. In some ways, the moral and spiritual dangers that flow from communism are a more serious threat to freedom than its military power.

Some people are most concerned about the Communist threat to our economic system. Serious as this is, it is only one of the many problems that Communism raises. Communism attacks our basic values, our belief in God, our belief in the dignity of man and the value of human life, our belief in justice and freedom. It attacks the institutions that are based on these values.

Notes from Panels and Work Groups

FORRESTER B. WASHINGTON ON "DISCRIMINATION"

Forrester B. Washington, director of the Atlanta University School of Social Work, spoke on a panel which was one of a half dozen at the Conference assigned to probe the problem of prejudice and its effect on the personality of a child growing up in a minority group. The gist of his talk is in the following paragraphs.

Negro families on the economic borderline of a \$3000 yearly income must pay beyond their means for rent and food. Negro families are unable to make the proper contributions to their children's welfare because a disproportionate part of the income must go for rent and food. It costs the Negro family more to live than the white family with the same income.

Landlords will take an apartment that rented for \$60 a month when occupied by a white family and subdivide it and charge Negroes as much as \$75 a room. As a result Negro families must double up.

Grocery stores change character as soon as Negro families move into a neighborhood. Inferior canned goods and poor meats replace good merchandise on shelves and refrigerators. The cost of food rises although quality has dropped.

In the South, the self-respecting Negro of average income must pay Pullman rates if he is to avoid the filth of a Jim Crow car.

LEE R. JOHNSON ON "HOUSING"

Lee R. Johnson, executive vice president of the National Housing Conference, attacked the "timidity and bureaucracy" of the federal administration for the "tragic failure" of its housing program.

He said the National Association of Home Builders, the United States Savings and Loan League and the National Retail Lumber Dealers Association have embarked on a "crusade to kill low-rent housing and perpetuate slums."

JOHN R. REES ON "EVACUATION OF CHILDREN"

Dr. John R. Rees, British psychiatrist and director of the World Federation for Mental Health, spoke to a panel discussing the influence of mobilization and war on children, basing his remarks on British experience in World War II:

Children will be evacuated from danger areas and separated from their families in future wars. It is probable that evacuation and going to shelter will be compulsory. Steps should be taken now to minimize the effects of such experience.

Evacuation of children is still necessary for saving life but it creates problems of home life. The greatest problem for children is separation—the difficulty of adapting themselves to separation from family friends. This leads to all kinds of regression—bed wetting, dullness, aggressive indifference.

Before the age of five, any child thus evacuated is liable to suffer from insecurity and character distortion. The great need now is for a program of education of foster parents to deal with such problems.

There are plenty of defenses against atomic warfare, plenty of wise things which can be done and must be done to alert the people to dangers.

JUDGE GUSTAV SCHRAMM ON "JUVENILE DELINQUENCY"

"There is a great need for more juvenile court judges and fewer judges assigned to juvenile courts," said Judge Gustav Schramm of the Pittsburgh Juvenile Court.

No interest is closer to the heart of the public than the welfare of its children, yet relatively few people understand the work that is being done by our juvenile courts.

The juvenile court judge has a unique opportunity to help the child. He can best reach him by man to man talks, as one child put it, and by making him feel the judge is his friend, the probation officer his partner. The judge is also able to interpret the court's work to the community, and to make use of local leaders and facilities to help offenders before they become "damaged goods," or actual criminals.

There has been too much feeling that once a kid becomes a juvenile delinquent, we might as well give him up for lost

MARQUIS CHILDS ON "NEGLECT OF CIVIC RESPONSIBILITY"

Columnist Marquis Childs pointed out that our education is not producing citizen responsibility in our society. The number of persons participating in politics grows smaller each year and the withdrawal is due to the citizen's belief that he has no control over his own destiny.

This negative response has resulted from the "timid neutrality" that teachers have taken in presenting social and political sciences. "The adolescent youth has been encouraged to accept the fruits of a free society without contributing to its sustenance or its future growth."

SIBYLLE ESCALONA ON "PARENTAL ANXIETIES"

"What makes some parents reject their children?" was one of the questions which delegates asked themselves in panel discussions.

Sibylle Escalona, of the Menninger Foundation Department of Research, gave an answer:

Parents are too concerned with anxieties they deal with in their own lives. Their sense of futility and cynical resignation stand in the way. We are forced to recognize that the health and well-being of future generations is the result of the health and welfare of adults who constitute the world of the child.

LAWRENCE K. FRANK ON "PARENT-TEACHER CONFLICTS"

Lawrence K. Frank, a member of the board of leaders of the New York Ethical Culture Society, said:

There has been a cold war between parents and teachers for a long time. . . . Schools, instead of criticizing parents, should help them to be good parents.

CHARLOTTE ELMOTT ON "WORKING WITH PARENTS"

Charlotte Elmott, Director of Guidance for the schools for Santa Barbara, said:

We in the child-rearing profession spend too much time talking down to parents, telling them what they do wrong, instead of helping them out. Over the years we've blamed parents for everything that has happened to children. We should change our attitude—get acquainted—work in small groups where they can discuss their problems.

EARL JAMES MCGRATH ON "DEMOCRACY IN THE HOME"

Earl James McGrath, United States Commissioner of Education, told one of the conference groups:

Parents interested in effective citizenship should ask themselves if democracy is practiced in the home. Does the whole family share in the making of important decisions? Do we demonstrate respect for the individual dignity and integrity of our children? Do we give their ideas the proper weight? Are they junior partners or submissive subjects?

F. S. ASHLEY MONTAGUE ON "POTENTIALITIES DEVELOP BECAUSE OF ENVIRONMENT"

Another aspect of the parent-child relationship was dealt with by F. S. Ashley Montague, a social biologist at Rutgers University. He said the whole myth of heredity *versus* environment in families should be "drummed out." He declared that heredity factors undergo development in a social environment which has an enormous amount to do with the final result.

ROBERT SAUDAK ON "FAMILY ENTERTAINMENT"

Parents who allow their children complete control over what television programs they are to watch are negligent, Robert Saudak, Vice President of the American Broadcasting Company, told a panel at the Conference.

Parents and teen-agers had a few questions and comments.

"What would you do with three children who outvoted their parents in choice of programs?" asked a Nebraska father.

"And what about rural communities where we don't get the best in programs, but only what local sponsors want to give us?" asked a Maine mother of four children.

To the Nebraskan, Saudak, father of four, replied, "We give each youngster an allotted time for listening, and we try to steer him to the best in that hour." And to the lady from Maine, he replied, "If enough of the audience wrote the networks to ask for what they wanted to hear they would get the good programs."

He cited the number of letters written approving broadcasts and telecasts of U. N. meetings which encouraged stations to continue these programs.

Pro and con discussion was equally lively in regard to other entertainment media. One mother from Montana declared:

In my town we have only one newspaper and it's biased, so we don't read it. We don't get good radio programs so we don't listen. We don't get good movies so we stay away from the theater. And most of us don't have TV.

We have a solution. We read a lot. And we think we're a lot better off for it.

Other audience comments that came out of the meeting:

On comic books: "I use them as a springboard to lure children to deeper subjects," said a mother. "They're already interested in what they're reading and from there it's just a jump to discussing why scientists want to get to the moon, or why nations fight each other," she said.

On advertising: "I think it's disgusting to see a basketball player we kids all admire advocating a certain brand of beer," said one teen-ager.

On newspapers and radio commentators: "How do we go about getting the truth, and not just colored presentation of facts? We have only one paper in our town and it's not objective," said one parent.

On television: "Kids are spending as much time with their sets as they do at school, and if they don't have a set, they watch their neighbor's. It doesn't require anything of them and it doesn't usually give them anything," stated one Philadelphia youth.

CONFERENCE PLATFORM

Adopted with Minor Editorial Changes by Conference

Delegates in Plenary Session, December 7, 1950

BELIEVING in the primacy of spiritual values, democratic practice, and the dignity and worth of every human being, and recognizing that these are essential to individual happiness and responsible citizenship, we have come together to inquire

- How the necessary mental, emotional, and spiritual qualities may be developed in children, and
- How the physical, economic, and social conditions favorable to such development may be assured;

AND HAVING FOUND that children require, for their fullest development,

- Regard for their individual worth and sensitive respect for their feelings, from all who touch their lives;
- Loving care and guidance from mothers and fathers, who have a sense of the privilege and responsibility which parenthood involves, and who have confidence in their capacity to rear a child;
- A secure home that is free from want, and dread of want, and provides all family members with a satisfying physical, aesthetic, social, and spiritual environment;
- A community whose citizens are dedicated to establishing the values and practices that make life meaningful and abundant for children of all colors, creeds and customs, and to co-operative endeavor for the expression of these values and practices in daily living;
- Full access to health, educational, recreational, social and religious services and programs, directed toward the well-being of all they serve;
- Concern on the part of all citizens for all children;
- Devotion to the pursuit of knowledge and the wide application of that which is known;

IF THEY ARE TO GROW IN

- Trust in themselves and others;
- Independence and initiative coupled with a true sense of being related to others;
- Satisfaction in bringing individual and shared tasks to completion;
- A sense of personal destiny, of the responsible parts they will eventually play as parents, workers, citizens;
- The capacity for the love that underlies the family and that ideally comes to embrace all mankind;
- Creativity that brings into being new life, new relationships, new values, and new things of beauty and usefulness, and cherishes them for their worth;
- Integrity that sees each life as personally meaningful within the period of history in which it is lived, and in relation to enduring values,

WE THEREFORE RECOMMEND with respect to

FURTHER HEALTHY PERSONALITY DEVELOPMENT IN
CHILDREN AND YOUTH

(Section I of the Conference)

1. The expansion of research on development and adjustment, and that such research include longitudinal studies of relations and factors that affect behavior and adjustment. In this way there will be provided a continuing understanding of infants, children and youth and a sound basis for practices. We further recommend support by public and private agencies in extending research pertaining to healthy personality.
2. That the citizens of every community accept responsibility for providing and sustaining adequate programs and facilities with professional personnel for education, health and social services. In the development of such programs full and appropriate use should be made of all voluntary and public resources.
3. That schools for professional workers include in their curricula instruction in human growth and change and in family counseling, together with practical experience.
4. That ways and means be found for the formal and informal in-service education of professional people and that promising practices be widely disseminated.
5. That education for parenthood be made available to all through educational, health, religious, and welfare agencies maintaining professional standards and by properly qualified individuals.
6. That nursery schools and kindergartens, as a desirable supplement to home life, be included as a part of public educational opportunity for children provided they meet high professional standards.
7. That children be provided with opportunities that are wide in range and challenging in nature, emphasizing exploration, participation, and social experience in an environment that is rich and stimulating; and that expectations of achievement should be in harmony with each child's ability and growth.
8. That appropriate public bodies set minimum standards for agencies and institutions providing foster care for children, whether foster day care or full-time care, and provide for the authorization or licensing and supervision as to maintenance of standards.
9. That all states establish standards for the hospital care of mothers and children, in order to assure the quality of care which modern science knows how to give; and that these standards take into account the importance of avoiding unnecessary distress and anxiety.

10. That specialists and agencies take every opportunity to foster and increase parents' feelings of satisfaction and self-confidence. Material concerning the growth and development of children be made as reassuring and nontechnical as possible, and not hold up false standards of perfection.
11. That elementary, secondary, college, and community education include such appropriate experiences and studies of childhood and family life as will help young people to mature toward the role of parenthood.
12. That one department in each state government, whether it be welfare, health or education, working in close conjunction with the other departments concerned, set up all-inclusive minimum standards for all-day-care-center nursery schools and kindergartens.
13. That appropriate public bodies establish minimum standards for licensing or authorization with respect to plant, program, and staff, for all child-care and pre-school groups.

(Section IV of the Conference)

14. That there be authoritative exploration of methods of improving the economic situation of children in families with inadequate incomes, giving particular attention to family allowances, tax exemptions for children, and expenses of working mothers.
15. That development of new housing facilities give special attention to health, recreational, and social needs; to the extent that private industry does not provide suitable housing for low-income families, that such housing continue to be developed by governmental agencies.
16. That programs for children and youth with handicaps be expanded to provide for physical, mental, emotional, and occupational needs.
17. That local boards of education accept full responsibility for planning and providing adequate educational programs and services, including special services, to meet the needs of children with physical and mental limitations and that state departments of education accept responsibility for leadership service in realizing this objective.
18. That guidance and counseling services in schools, employment offices, and youth-servicing agencies be strengthened and extended, and that such services take into account emotional factors involved in vocational adjustment and aptitudes for specific jobs.
19. That children of migrant and seasonal workers be given all the protections and services available to other children, with special regard to transportation, housing, sanitation, health and educational services, social benefits, and protection under labor laws.
20. That school lunches be provided and that children unable to pay for their lunches be furnished them free, without being differentiated from the children who pay.
21. That restrictive eligibility provisions be eliminated from public assistance programs so as to provide assistance to all children in need.
22. That federal grants to states for public assistance be varied with the financial ability of the states but sufficient to protect children's personalities from the ill effects of inadequate income.
23. That discriminatory racial segregation in education, public transportation, housing, etc., be abolished.
24. That it be made possible for qualified youth to obtain college or university education which would otherwise be denied them because of inability to pay.
25. That, as an aid to the economic stability of children and their mothers, the old age and survivors insurance program be further extended to cover workers not presently included, to make benefits more adequate, and that similar improvements be made in state unemployment insurance laws.

**WE THEREFORE RECOMMEND with respect to
FURTHERING HEALTHY PERSONALITY DEVELOPMENT THROUGH
THE FAMILY, THE CHURCH, THE SCHOOL, AND OTHER
SOCIAL INSTITUTIONS**

(Section II of the Conference)

1. That there be a comprehensive study of the present body of law relating to children and families and the methods of implementing such laws.
2. That law schools include courses on family law and the relationship of the law to other professions, and schools of social work include courses in the law and its philosophy.
3. That standards be developed for juvenile services by police departments.
4. That, in accordance with state-wide standards, courts of superior jurisdiction, with judges qualified in the law with an understanding of social and psychological factors and with qualified probation staff and auxiliary personnel, be available for all cases involving children with problems that require court action in rural and urban areas.
5. That the preventive and treatment functions of social agencies, courts, institutions, and after-care agencies be co-ordinated so as to insure continuity of service.
6. That more emphasis be put on the effects of recreational activities on the personality of the individual.
7. That youth have an equal chance with adults to participate in planning and carrying out recreational activities.
8. That states and other appropriate public bodies establish and enforce standards covering the employment of youth in all occupations, such standards to include minimum age and wages, as well as hours of work, night work, protection from hazardous occupations and provisions for workmen compensation; and that, under these conditions, employers be urged to provide appropriate work experience for youth on a part-time basis.
9. Prompt action should be taken at the national level to provide funds to supplement those of states and localities and to stimulate the early development of adequate local health service throughout the country, such action being particularly needed because of the physical and mental effects of mobilization and war on the mothers, children, and youth.
10. That a continuous program of education regarding the role of social service in adoption be carried on for the general public and for the professions involved.
11. That further federal aid be provided to the states for educational services, in tax-supported public schools, without federal control, to help equalize educational opportunity; the issue of auxiliary services to be considered on its merits in separate legislation.
12. That all professions dealing with children have, as an integral part of their preparation, a core of common experiences on fundamental concepts of human behavior including the need to consider the total person as well as any specific disorder; the interrelationship of physical, mental, social, and cultural forces; the importance of interpersonal relationships; and the role of self-understanding; and emphasis on the positive recognition and production of healthy personalities and the treatment of variations; and that lay people be oriented through formal or informal education to an understanding of the importance of the foregoing concepts.
13. That steps be taken at national, state, and local levels to improve the facilities and increase the output of professional schools preparing persons for services to children.

14. That an inquiring attitude be maintained toward all services, with appropriate provision at all levels for continuous scientific study of needs, objectives, alternative methods, and effectiveness of programs.

WE THEREFORE RECOMMEND with respect to

MAKING MORE POSITIVE THE INFLUENCE OF RELIGIOUS, SOCIAL,
AND ECONOMIC FORCES ON PERSONALITY DEVELOPMENT

(Section III of the Conference)

1. Knowledge and understanding of religious and ethical concepts are essential to the development of spiritual values.
2. That there be further study of the underlying causes of broken homes and increasing divorce.
3. Increasing action in support of the program recommended by the President's Commission on Civil Rights because it represents our faith in and practice of democracy.
4. That to insure the welfare of all children the following specific measures be taken to provide a well-rounded comprehensive housing and community development program:
 - a. Maximum emphasis should be placed on maintaining standards adequate for health, comfort, and decency in both private and public housing construction.
 - b. That the construction of 810,000 low rent public housing units should proceed at full speed in order to provide much-needed housing for low-income families now living in slums.
 - c. To meet the needs of middle-income families who are ineligible for public housing, that there be developed a co-operative housing program specifically geared to the needs and income of middle-income families.
 - d. That our national housing program should meet the requirements of families not only in every income group, but also in every type of community, rural and urban, and of families of every size from the largest to the smallest.
 - e. That the slum clearance and urban development and redevelopment program, now getting under way with federal assistance, be supported as an integral part of over-all community planning.
 - f. That the need principle be regarded as the prime criterion in providing defense housing facilities in a period of mobilization.
5. That specific efforts be made to bring lower income groups up to a higher income level and to increase their real income by providing a greater variety of community services.
6. That in view of television's unprecedented growth and its potential as a medium for mass education, the television industry accept its great social responsibility.
7. That the Federal Communications Commission reserve television channels for noncommercial educational television stations so that some part of the limited number of frequencies to be allocated by the Commission may be reserved for educational uses and purposes.
8. That all groups concerned develop and maintain programs for protecting the healthy personality of children living under the stress of defense preparation.
9. That in the present emergency the sacrifices demanded should be shared by all individuals and groups in the population and that the services of men with physical and other disabilities be utilized in some capacity without the use of categories, such as 4-F.

10. That more and better educational opportunities be made available for young adults in civilian and military life.
11. That military services improve and expand their personnel, evaluation, placement, guidance, and counseling activities to serve the interests of the young people and to promote the efficiency of the services involved.
12. That provision of adequate allowances be made for wives and children of servicemen.
13. That the participation of children and youth in times of community stress should be in agreement with their stage of development and designed to minimize their anxieties.
14. That governmental and voluntary agencies work to meet the needs of wives and children of the personnel in the armed forces moving to new communities to insure their absorption into community life and the provision of adequate housing, health, educational, spiritual, and recreational services to meet their needs.

WE THEREFORE RECOMMEND with respect to

**MOBILIZING CITIZENS FOR THE IMPROVEMENT OF CONDITIONS
AFFECTING THE PERSONALITY DEVELOPMENT OF
CHILDREN AND YOUTH**

(Section V of the Conference)

1. That community groups and community leaders re-examine their attitude and procedures in the light of findings of this conference, and make appropriate adaptations and changes.
2. In order to insure proper assessment, creative planning and appropriate action with respect to meeting the needs of children and youth that communities undertake the following tasks on a continuing basis:
 - a. Develop broad community interests
 - b. Obtain the broadest possible community sponsorship
 - c. Obtain where necessary technical assistance in planning and carrying out the program
 - d. Initiate or organize studies and gather facts that are focused on specific problems according to priorities
 - e. Interpret the facts, and inform the community as to their significance

Since goals and methods are closely intertwined, that in undertaking these tasks the methods used be based on the following principles:

 - a. People as individuals and as groups should be helped to help themselves. Professional workers should find their role in giving such help.
 - b. It should be recognized that differences and stresses may be present and can be utilized positively.
 - c. There should be broad-based participation of all groups without discrimination as to age, sex, race, creed, national origin, or economic level.
 - d. Fact-finding should be used as part of a total educational process.
 - e. Channels of communication between individuals and groups should be provided for the purpose of not only furthering common social objectives but also for the improvement of relations between groups.
 - f. Since the community is served by both public and private agencies, which have a common concern for meeting the needs of children and youth, the endeavors of both in planning, assessment, and financing should be utilized.
3. That greater emphasis be placed by the various professions on utilizing methods and seeking new means of bringing the parents into participation in thinking and planning with and for their children.

4. That professional workers should be trained in such a way that they will have an understanding of and respect for other professional skills and contributors in order that they may work together to further community growth. Some of the ways that this might be achieved are:
 - a. In all levels of undergraduate education, that students receive broad preparation in the knowledge of human growth behavior, and motivation which ought to be common knowledge for all students. This would also serve as a background for professional education.
 - b. In schools preparing for professional work, that there be included in the curriculum, both through the classroom and field experiences, opportunities for co-operative work on problems common to all professional interests.
 - c. The practicing professional worker further his training by seeking, utilizing, and promoting opportunities to relate to and participate with other professional and citizens groups in resolving problems of the individual and the community.
 - d. That orientation programs be planned for all professional persons and inter-professional groups in the community.
5. Participation in planning in the community should begin in the schools and in other institutions in order that children, youth, and adults learn the importance of voluntary participation and responsibility for community leadership.
6. All interested groups should work in partnership to recruit, train, and use volunteer leaders for community programs, with special attention to using young people in appropriate ways.
7. Since citizen participation is essential for effective community services for children and youth, when not already provided, citizen advisory boards and similar groups representative of the community be established for public services as well as private, and that every effort be made to enable and secure participation by a cross section of the citizenry; that educational institutions and other groups emphasize the importance of participation by volunteers as a basic factor in citizen responsibility.
8. Communities foster co-operative community councils representative of all community interests to study and advance better conditions and opportunities for young workers.
9. Citizens be encouraged to support adequate appropriations and qualified staff to administer and enforce basic legislative standards of states, and other appropriate public bodies, covering the employment of youth.
10. That more energetic efforts be made by both public and private organizations for support of selective recruitment and training of professional workers and for an extensive program of scholarships.
11. Recognizing that youth has rights and responsibilities for better community living, that progressive opportunities be provided for youth to participate vitally in community activities and planning in order that youth may early have the preparation and experience for leadership and community service. Further, that the professional workers accept their responsibilities to stimulate the community to see that these opportunities are provided for youth.
12. That youth representatives be placed on community boards of various agencies in order that they may participate in the planning, developmental, and operational phases of the total community programs.
13. Immediate, vigorous, and continuing work be undertaken to provide for the organization and financing of national, state and local programs which would put the Conference recommendations into action.

In recognition of the importance of co-operative work in behalf of children among the governments and peoples of the world, it is recommended that full support be given to voluntary efforts and governmental programs of an international character.

PLEDGE TO CHILDREN

Pledge Adopted by Conference Delegates in Plenary Session, December 7, 1950

To YOU, OUR CHILDREN, who hold within you our most cherished hopes, we, the members of the Midcentury White House Conference on Children and Youth, relying on your full response, make this pledge:

From your earliest infancy we give you our love, so that you may grow with trust in yourself and in others.

We will recognize your worth as a person and we will help you to strengthen your sense of belonging.

We will respect your right to be yourself and at the same time help you to understand the rights of others, so that you may experience co-operative living.

We will help you to develop initiative and imagination, so that you may have the opportunity freely to create.

We will encourage your curiosity and your pride in workmanship, so that you may have the satisfaction that comes from achievement.

We will provide the conditions for wholesome play that will add to your learning, to your social experience, and to your happiness.

We will illustrate by precept and example the value of integrity and the importance of moral courage.

We will encourage you always to seek the truth.

We will open the way for you to enjoy the arts and to use them for deepening your understanding of life.

We will work to rid ourselves of prejudice and discrimination, so that together we may achieve a truly democratic society.

We will work to lift the standard of living and to improve our economic practices, so that you may have the material basis for a full life.

We will provide you with rewarding educational opportunities, so that you may develop your talents and contribute to a better world.

We will protect you against exploitation and undue hazards and help you grow in health and strength.

We will work to conserve and improve family life and, as needed, to provide foster care according to your inherent rights.

We will intensify our search for new knowledge in order to guide you more effectively as you develop your potentialities.

As you grow from child to youth to adult, establishing a family life of your own and accepting larger social responsibilities, we will work with you to improve conditions for all children and youth.

Aware that these promises to you cannot be fully met in a world at war, we ask you to join us in a firm dedication to the building of a world society based on freedom, justice, and mutual respect.

So MAY YOU grow in joy, in faith in God and in man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENT TO STAFF

GEORGE L. ROEHR was appointed to the position of consultant in secondary education in the Division of Instruction, effective March 1, 1951. Mr. Roehr has been district superintendent of Le Grand Union High School District since 1945, and previously had served as district superintendent of the Fall River Joint Union High School District, as teacher and counselor in Ceres Union High School, and as an educational adviser in the U. S. Office of Education. A native of Kansas, he attended Hughson High School and Modesto Junior College in Stanislaus County, Stanford University, and was graduated from the University of California, where he has also done graduate work. His headquarters is in Sacramento.

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, *Chief*

ADDITIONS TO LIST OF HIGH SCHOOL TEXTBOOKS

NEW BOOKS

The following books have been added to the official state list of high school textbooks since publication of the February, 1951, issue of *California Schools*.

AGRICULTURE

		Prices	
		New	Exchange
Farm Mechanics			
Johnson & Hollenberg, <i>Servicing and Maintaining Farm Tractors</i> (1950)	McGraw	\$2.56

ART

Art Appreciation and History of Art Gardner, <i>Art Through the Ages</i> , third edition (1948)	Harcourt	3.60	_____
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BUSINESS SUBJECTS

Business Training			
Marti, <i>Income Tax and Social Security Course</i> , fifth edition (1950)	Prentice	1.44	\$1.35
Salesmanship, Merchandising, and Retailing			
Packer & Waterman, <i>Basic Retailing</i> (1951)	Prentice	1.80	1.69

		New	Prices Exchange
Secretarial and Office Practice			
<i>Progressive Indexing and Filing</i> (1939).....	Remington	\$1.65	\$1.40
<i>Progressive Indexing and Filing</i> , fifth edition (1950).....	Remington	1.65	1.40
<i>Visible Records: Their Place in Modern Business</i> (1935)	Remington	1.05	.90
Stenography			
Miller, <i>Stenotype Theory</i> (1951).....	Stenotype ¹	2.40
ENGLISH			
Journalism			
Maguire & Spong, <i>Journalism and the Student Publication</i> (1951)	Harper	2.56	2.40
Spelling and Word Study			
Billington, <i>Word Power Through Spelling</i> (1950)	Silver		
Consumable Edition			
<i>Using Words with Judgment</i> [grade 7].....		.38	.36
<i>Using Words with Power</i> [grade 8].....		.38	.36
Nonconsumable Edition			
<i>Using Words with Judgment</i> [grade 7].....		.83	.78
<i>Using Words with Power</i> [grade 8].....		.83	.78
HOMEMAKING			
Foods and Cookery			
Lewis, Peckham & Hovey, <i>Family Meals and Hospitality</i> (1951)	Macmillan	2.72	2.55
Home Management and Family Living			
Baxter, Justin & Rust, <i>Sharing Family Living</i> (1951).....	Lippincott	2.24	2.18
LATIN			
Jenkins and Wagener, <i>Latin and the Romans</i> , Book One, new edition (1951)	Ginn	2.27	2.13
MATHEMATICS			
Arithmetic and General Mathematics			
Roskopf, Aten & Reeve, <i>Mathematics: A First Course</i> (1951)	McGraw	2.08
Vocational Mathematics			
Nelson, Moore & Hamburger, <i>General Mathematics for the Shop</i> (1951)	Houghton	2.24	2.11
Palmer & Bibb, <i>Practical Mathematics, Part III, Geometry with Applications</i> , fifth edition (1950).....	McGraw	1.76
MUSIC			
Orchestra			
Keller & Taylor, <i>Easy Steps to the Orchestra</i>	Mills		
Book One			
Teacher's Book (1951).....		3.50
Books for individual instruments (1950): Violin, Viola, Cello, Bass, each75

¹ The Stenotype Company of California, 2601 West Olympic Boulevard, Los Angeles 6, California.

SCIENCE

SCIENCE		Prices	
		New	Exchange
Biology			
Moon, Mann & Otto, <i>Modern Biology</i> , revised edition (1951).....	Holt	\$3.17	\$3.09
General Science			
Barnard & Edwards, <i>Basic Science</i> (1951).....	Macmillan	2.72	2.55
Smith & Jones, <i>Science for Modern Living</i> (1951).....	Lippincott		
<i>Exploring Modern Science</i>		1.92	1.87
<i>Enjoying Modern Science</i>		2.08	2.03
<i>Using Modern Science</i>		2.56	2.50
Physiology			
Greisheimer, <i>Physiology and Anatomy</i> , sixth edition (1950)	Lippincott	3.20	3.12

SOCIAL STUDIES

Civics, Citizenship, and Civic Problems			
Patterson, Little & Burch, <i>Problems in American Democracy</i> (1951)	Macmillan	2.78	2.61
Steinberg & Lamm, <i>Our Changing Government</i> , new edition (1950)	Lippincott	2.08	2.03
Geography—General			
Atwood & Thomas, <i>The Growth of Nations</i> (1948).....	Ginn	2.40	2.25
McConnell, <i>Geography of American Peoples</i> (1950).....	Rand	2.69	2.52

VOCATIONAL AND TECHNOLOGICAL TRAINING

Automotive Mechanics			
Crouse, <i>Automotive Electrical Equipment: Its Operation and Maintenance</i> , second edition (1950).....	McGraw	2.56	-----
Venk, <i>Automotive Engines: Maintenance and Repair</i> (1951)	Amer. Tech.	3.60	-----
Blueprint Reading			
Owens & Slingluff, <i>How to Read Blueprints</i> (1951).....	Winston	1.92	-----
Electricity			
Crouse, <i>Electrical Appliance Servicing</i> (1950).....	McGraw	4.40	-----
Uhl, Dunlap & Flynn, <i>Interior Electric Wiring and Estimating: Residential, Including Farm Buildings</i> (1951).....	Amer. Tech.	3.16	-----
Mechanical and Engineering Drawing			
French & Turnbull, <i>Lessons in Lettering</i> , third edition 1951	McGraw		
Book 1, <i>Vertical Single Stroke Commercial Gothic</i>48	-----
Book 2, <i>Inclined Single Stroke Commercial Gothic</i>48	-----
Luzadder, <i>Technical Drafting Essentials for Vocational and Tech- nical Students</i> (1950).....	Prentice	2.20	2.07
Miscellaneous			
McCombs, <i>Commercial Photography</i> (1951).....	Amer. Tech.	4.00	-----
Sheet Metal Work			
Bruce, <i>Sheet Metal Shop Practice</i> (1951).....	Amer. Tech.	3.20	-----

Prices
New Exchange

REVISED EDITIONS

The following revised editions have been placed on the official state list of high school textbooks since publication of the February, 1951, issue of *California Schools*, to replace editions previously listed:

BUSINESS SUBJECTS

Business English and Correspondence

Reigner, *English for Business Use*, second edition, revised
(1951) Rowe \$1.60 \$1.50

Secretarial and Office Practice

Cadwallader & Rice, *Principles of Indexing and Filing*, third edition
(1951) Rowe 1.12 1.05

ENGLISH

Composition, Grammar, and Rhetoric

Stoddard, Bailey & McPherson, *English* (1951) American
First Course 1.86 1.75
Second Course 1.92 1.80

Speech and Public Speaking

Sarett, Foster & McBurney, *Speech: A High School Course*
(1951) Houghton 2.35 2.21

MATHEMATICS

Algebra

Edgerton & Carpenter, *Intermediate Algebra* (1951) Allyn 1.53 1.44

SCIENCE

Physics

Whitman & Peck, *Physics* (1950) American 2.88 2.70

SOCIAL STUDIES

Civics, Citizenship, and Civic Problems

Krug & Quillen, *Living in Our Communities*, revised edition
(1950) Scott 2.59 2.43

Geography—General

McConnell, *Geography of Lands Overseas* (1951) Rand 2.40 2.25

History—United States

Wilder, Ludlum & Brown, *This Is America's Story*
(1950) Houghton 2.89 2.72

Wilson & Lamb, *American History* (1950) American 2.40 2.25

Wirth, *The Development of America* (1950) American 2.88 2.70

History—World

Capen, *Across the Ages* (1950) American 3.10 2.91

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

ATTORNEY GENERAL'S OPINION

Termination of School District Retirement System As to Certificated and Noncertificated Employees

The governing board of a school district maintaining a school district retirement system under Education Code Sections 14711 et seq. may terminate the membership of noncertificated employees in such system by providing for the making of such employees members of the State Employees' Retirement System under Chapter 4 (Sections 20580 et seq.) of Part 3 of Division 5 of the Government Code.

There is no authority under which membership in the school district retirement system of certificated employees may be terminated by the governing board of the district. The system can be terminated as to certificated employees only if legislation is enacted authorizing such termination and providing for the protection of the rights of such employees. (AGO 50-200; 17 Ops. Cal. Atty. Gen. 52.)

NOTES ON DEPARTMENT ACTIVITIES

Compiled by N. E. WYCKOFF, *Public Information Officer*

APPORTIONMENTS FOR GROWTH

The Superintendent of Public Instruction has announced his certification of the apportionments for growth in public school districts. These supplemental apportionments were authorized by the Legislature in the First Extraordinary Session of 1950, and appropriations of \$3,000,000 for elementary schools and \$350,000 for high schools were made available.

The Superintendent reported that the entire appropriation for high schools and for elementary schools was apportioned, and that if elementary school districts had received the full amounts for which they were eligible under terms of the law, a considerably larger appropriation would have been required. A deficit factor was applied to reduce the amounts computed by formula to approximately 69 per cent.

The apportionment was prepared by the Bureau of School Accounts and Records in the Division of Public School Administration.

Allowances were made to 337 districts in 42 of the 58 counties in the state. The total amount apportioned to each county is shown in the following table.

<i>County</i>	<i>Apportionments for growth</i>	<i>County</i>	<i>Apportionments for growth</i>
Alameda	\$268,964.58	San Bernardino	\$103,259.71
Amador	3,207.42	San Diego	244,961.83
Butte	10,020.31	San Joaquin	23,662.63
Contra Costa	196,141.69	San Luis Obispo	29,498.67
Del Norte	19,708.95	San Mateo	205,210.54
Fresno	57,230.20	Santa Barbara	4,881.07
Humboldt	62,733.29	Santa Clara	254,080.57
Imperial	11,045.39	Santa Cruz	1,955.36
Inyo	2,448.43	Shasta	17,713.92
Kern	44,574.00	Siskiyou	7,092.50
Lake	1,153.86	Solano	84,701.28
Lassen	6,162.58	Sonoma	32,518.06
Los Angeles	1,153,761.58	Stanislaus	10,425.38
Madera	1,877.78	Sutter	279.57
Marin	20,395.01	Tehama	199.34
Mendocino	30,720.51	Trinity	3,288.98
Merced	23,858.54	Tulare	4,050.34
Modoc	1,429.85	Tuolumne	1,778.28
Monterey	19,716.83	Ventura	45,085.57
Orange	45,821.54	Yuba	13,377.22
Riverside	57,183.79		
Sacramento	223,823.05	Total	\$3,350,000.00

FEDERAL APPORTIONMENTS FOR CONSTRUCTION OF SCHOOLS IN FEDERAL AREAS

Frank M. Wright, Chief of the Division of Public School Administration, was notified early in March that five California elementary school districts have been authorized to construct schoolhouses on Air Force bases in the state. Amounts requested in applications of the districts for federal funds to finance the facilities necessary to provide schooling for children of Air Force personnel total more than \$2,600,000. The funds were made available by the 81st Congress (Public Law 815) in order to assist public school districts in providing educational services for children on federal installations from which no local school taxes are derived.

The estimates submitted by the districts, with approval of the Office of School Planning, are as follows:

Crystal Union elementary, Fairfield, Solano County—two elementary schools at Travis Air Force Base.....	\$461,365 and \$450,532
Muroc elementary, Kern County—one school at Edwards Air Force Base	\$518,454
San Jose elementary, Marin County—one school at Hamilton Air Force Base	\$425,391
Folsom Unified school district, Sacramento County—one school at Mather Air Force Base	\$414,076
Adelanto elementary, San Bernardino County—one school at George Air Force Base	\$354,350

Since the expansion of the Air Force bases has become effective in California, emergency situations with respect to schools for children of personnel have developed in all of these areas. Construction can begin immediately on urgently needed school buildings.

INDUSTRIAL TRAINING NEEDS

The Bureau of Trade and Industrial Education has developed two new training programs for meeting rapidly expanding needs of defense industries in California. Based on spot checks of industrial training needs, the programs will be put into operation in the near future. One is an institute type of program for technicians in industry; the other is a "pre-supervisory" training program for key workers who will be promoted to supervisory positions as expansions take place. Supervisors of trade and industrial education in local school districts have co-operated with the Bureau in working out plans. Some 50 men now employed by local school districts throughout the state are trained and experienced in the operation of such programs.

NATIONAL CONFERENCE ON PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS

Genevieve Dexter, Consultant in Physical Education, participated in the national conference on physical education for the elementary school-age child held in Washington, D. C., January 10 to 17, 1951. Representatives of 11 national organizations under the leadership of the U. S. Office of Education selected 54 participants from all parts of the United States representing community organizations, the medical profession, recreation agencies, classroom teachers, and school administration and supervision.

The conference and publication of the report of its proceedings were financed by the Athletic Institute of Chicago. The report, to be available soon after April 1, should serve as a guide to all persons concerned with planning physical activity programs for children and youth of elementary school age.

PARLIAMENTARY PROCEDURE CHAMPIONSHIP

Byron J. McMahon, Chief of the Bureau of Agricultural Education, has announced that preliminary contests in parliamentary procedure and public speaking were held during January among members of Future Farmers of America who plan to compete in state and national contests later in the year. A state championship contest in parliamentary procedure will be held at San Luis Obispo in May. State, regional, and national public speaking competitions will be held in April, May, and October respectively. These activities are sponsored by the Bureau as part of its program for leadership training of rural California youth.

FOR YOUR INFORMATION

CALENDAR OF EDUCATIONAL EVENTS

A master calendar of educational meetings and events for the school year 1950-51 is maintained in the office of the Superintendent of Public Instruction and published from time to time in *California Schools*. Notices of the following meetings of state-wide or regional interest have not been published in previous issues.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1950-51

<i>Date</i>	<i>Organization</i>	<i>Place</i>
April 13, 14, 1951	Audio-Visual Association of California, Southern Section, Spring Meeting	San Diego State College
April 22	Northern California Continuation Education Association, Spring Conference	Alameda
May 3-5	Faculty-Student Press Conference	University of California, Berkeley
May 5	Continuation Education Association of Southern California, Spring Conference	San Diego
May 5, 6	Delta Kappa Gamma Society, Annual State Convention	Hotel Fairmont, San Francisco

ANNUAL UNITED NATIONS CONTEST

The "Twenty-fifth Annual United Nations National Student Contest" offers high school students in the United States and its territorial possessions the opportunity in 1951 to compete for national and local prizes ranging from a trip to Europe to five dollars in cash.

Contestants in any recognized secondary school—public, private or parochial—which has registered for this contest will take a written examination on the United Nations and related problems at their schools on April 5, 1951. The two best papers from each school will be forwarded to the office of the sponsoring organization, the American Association for the United Nations, in New York. The first prize for national winners is a trip to Europe or \$500, and the second prize is \$100. The students who place among the top 14 contestants will be eligible for scholarships offered by a number of leading colleges.

Local prizes offered in California include a trip to the United Nations headquarters and various cash awards from \$10 to \$50 each.

Study kits containing the information on which the contest examination will be based were made available to registered schools early in January.

FIRST ANNUAL SCHOLARSHIP AWARDS BY STATE FEDERATION OF LABOR

Three college scholarship awards of \$500 each are being offered to senior high school students in California who will be attending a four-year college or university during the coming academic year. The awards are being made available by the California State Federation of Labor in an effort to assist outstanding students in obtaining a higher education and to promote among students a better understanding of the American labor movement.

Basis of the award will be the candidate's score in a special examination and his four-year high school academic record. Students who intend to enroll in junior college will not be eligible.

The examination will be held this spring in each high school where there are applicants. It will be two hours in length. The aim of the examination will be to evaluate the student's knowledge and understanding of labor and industrial problems and his ability to present his information.

Further information about the scholarships and the date of the examination can be secured by addressing C. J. Haggerty, Secretary-Treasurer of the California State Federation of Labor, 995 Market Street, San Francisco 3.

DEFENSE STAMP BIRTHDAY

The U. S. Treasury asks schools to designate May 1, 1951, as a special Defense Stamp Day, in observance of the tenth birthday of Series E Bonds. These are the bonds which school children get with completed stamp albums. They went on sale for the first time on May 1, 1941, and Defense Stamps went on sale at the same time.

Treasury records show that Series E, F, and G Bonds have had an impressive career in the past 10 years. Schools were responsible during the war years for the sale of an estimated total of two billion dollars in government securities. The sale of bonds and stamps did not stop with the war, and now, in the present grave international situation, stamp sales are going up. The suggested goal for May 1 Stamp Day is "Double the Recent Weekly Average of Stamp Sales."

Information on School Savings or Defense Bonds may be secured from State Savings Bonds Offices¹ or from the Education Director, U. S. Savings Bonds Division, Treasury Department, Washington 25, D. C.

ART PROJECT FOR GRADES 4 TO 7

The Savings Bonds Division of the U. S. Treasury Department, in co-operation with the National Cartoonists Society, is conducting a national student art project—"Draw the Dream You Save For"—which is open to pupils in grades 4 to 7 in any school in continental United States or Hawaii.

¹ California offices of the Savings Bonds Division are located at 821 Market St., San Francisco 3, and 117 West Ninth St., Los Angeles 15.

The drawings are to be the pupil's own impression of what he would like to have or what he wants his family to save for. They should be no larger than 12 by 18 inches, and may be in poster or cartoon style in any medium the pupil selects.

Each school participating is invited to enter not more than five representative drawings. These must be sent to the State Savings Bond Office¹ not later than midnight of April 23, 1951. Further information can be secured from the Education Director, U. S. Savings Bonds Division, Treasury Department, Washington 25, D. C.

POSTER COMPETITION FOR HIGH SCHOOL STUDENTS

The Sixth Army Recruiting Service is currently sponsoring a poster competition which is open to art students attending senior high schools in the eight western states. The purpose of the contest is to provide a creative opportunity for students to design original posters for use in stimulating the interest of young Americans in U. S. Army and U. S. Air Force enlistments.

The posters are to be 14x22 inches, executed in poster paint using not more than five colors and designed around one of 15 suggested themes. Completed entries must be turned in to the Army and Air Force Recruiter representing each high school by April 15, 1951. Entries will be judged in three separate regional groups, with first, second, and third place winners chosen from each region. The first place winners will receive an all-expense round trip to the Presidio of San Francisco where they will be guests of the Sixth Army Recruiting Headquarters. Second and third prizes will be \$10 and \$5. All nine posters will be reproduced for display.

Announcements containing detailed rules of the contest, with the list of 15 admissible titles or themes, may be secured from local Recruiting Officers.

ELEMENTARY SCHOOL POSITIONS IN THE INDIAN SERVICE

The U. S. Civil Service Commission has announced that there is an urgent need for elementary school teachers in the Bureau of Indian Affairs. An examination was announced for this work in June, 1950, but sufficient qualified candidates have not been recruited.

Positions are open which pay \$3,100 a year, with provision for periodic increases of \$125 until the maximum salary of \$3,825 is reached. Positions in Alaska are paid an extra 25 per cent. A limited number of qualified teachers have the opportunity of advancing to the position of head teacher at salary range of \$3,825 to \$4,575.

Applicants will not be required to take a written examination. To qualify, they must have completed a full 4-year course leading to a degree

¹ California offices of the Savings Bonds Division are located at 821 Market St., San Francisco 3, and 117 West Ninth St., Los Angeles 15.

from an accredited college or university, including or supplemented by 24 semester hours in education, of which 12 must be in elementary education. Applications will be accepted from students who expect to complete the required courses within 90 days after filing their applications.

Detailed information is given in the examination announcement, which may be obtained, along with application forms, from most post offices, from Civil Service Regional offices, or from the U. S. Civil Service Commission, Washington 25, D.C.

UNES—UNIT

The National Education Association has announced the establishment in 1951 of a United Nations Education Service with a representative educational leader acting as liaison between the public schools and the world assembly.

United Nations Education Service (UNES) is ready to provide a biweekly newsletter entitled *United Nations Information for Teachers* (UNIT) to give firsthand information on the United Nations and other international activities; to circulate curriculum news; to select and distribute instructional materials; to prepare spot studies and reports, teaching units, handbooks for school observances; and to offer direct assistance to subscribers such as advice in planning conferences, information on teacher exchange, arrangements for visiting UN headquarters.

Subscriptions are payable in advance, based upon the number of students in average daily attendance in the school, school system, or organization. The prices range from \$20 per year for services for a membership under 2,000, including 5 copies of each issue of UNIT, to \$50 per year for over 25,000 students, for all services plus 20 copies of the periodical. Additional copies of UNIT are available to UN Education Service subscribers only, at \$1.00 per year or 15 cents per single copy, with discounts for orders in quantity.

General Carlos P. Romulo, formerly president of the UN General Assembly, has made this comment on the plans for UNES:

The project is commendable as a recognition of the fact that the United Nations, as an instrument for world peace, will work only as well as we make it work, and no better. Indeed, we can make it work only if we take the trouble to understand it ourselves and to teach the young people of our respective countries to know what it is all about. . . . A sense of loyal understanding toward the United Nations can be built only upon a steady flow of reliable information.

William G. Carr, Associate Secretary of the National Education Association, says in a letter announcing the service, "The next few months will show whether the schools of America are willing and able to make the United Nations Education Service possible."

Inquiries for further information may be addressed to the United Nations Education Service at 1201 Sixteenth Street, N. W., Washington 6, D. C.

CALIFORNIA'S STAKE IN THE COLORADO RIVER

The Colorado River Board of California has recently issued a revised edition of its 24-page pamphlet on *California's Stake in the Colorado River* which includes references to legislation and other developments since the 1947 edition was published. The pamphlet contains brief historical summaries of early irrigation programs in the Palo Verde, Imperial, and Coachella valleys and at Yuma and more detailed reports of the Boulder Canyon Project and the Metropolitan Water District of Southern California. California's rights to Colorado River water are explained, with mention of recent developments which jeopardize plans for providing a reasonably adequate water supply for southern California.

Limited quantities of this official publication have been made available for educational purposes. Single copies for classroom or school library use may be obtained by addressing the Colorado River Board at 315 South Broadway, Los Angeles.

"THERE SHOULD BE A FILM—"

An invitation to teachers and civic leaders to submit ideas for educational motion pictures is made by Kenneth Macgowan, head of the department of Theater Arts on the Los Angeles campus of the University of California. Professor Macgowan left his post as a producer at Paramount Studio for the University staff in 1946. His statement follows:

Ten to twenty educational and documentary films are produced each year at U.C.L.A. by students under faculty supervision as the students learn the techniques of making films of these types. Machinery for distributing these pictures is available through an Educational Film Sales department recently established by the University of California Extension Division.

Unlike the professional maker of documentary films, we do not have to be guided by purely business demands. We can make educational films which are commercially unprofitable. We want to make films which are needed in the educational field and in community activity, but we need to know more about what these may be.

Most people have said, at one time or another, "A film should be made about that subject." That is the time to jot the idea on a postcard and send it to the Theater Arts Department, University of California, Los Angeles 24, California. We will immediately consider putting our students to work on it.

THE CHEMICAL YEAR

The American Chemical Society, which is celebrating its Diamond Jubilee this year, invites the schools of the nation to participate in making 1951 the Chemical Year. This year inaugurates the second half of what *Fortune* has called "The Chemical Century." This year the United States will be host to a World Chemical Conclave, to be held in New York and Washington from September 3 to 15. The U. S. Department of Commerce lists September 2-9 as National Chemistry Week—the first time a week has been so designated.

The World Chemical Conclave will report current advances made by chemists and chemical engineers and will give serious consideration to the relationship of science to society, emphasizing the contribution of chemistry to better living and to international understanding and good will.

In view of the fact that school programs will not be under way during National Chemistry Week, school activities are being planned to take place throughout the year. The American Chemical Society and its local sections are ready to assist school personnel in developing appropriate observances, in securing films and speakers, and in preparing programs for institutes and conventions. The following persons are chairmen of local sections with all or part of their membership in California:

ROBERT G. LARSEN, 2082 Center St., Room 312, Berkeley 4, California

HAYER S. EASTMAN, Chairman, Mohave Desert Section, ACS, Box 395, Trona, California

WILLIAM H. McNEELY, Chairman, San Diego Section, ACS, Kelco Co., 530 Broadway, San Diego 1, California

CHARLES S. COPELAND, Chairman, Southern California Section, ACS, Department of Chemistry, University of Southern California, Los Angeles 7, California

G. H. MORSE, Chairman, Sacramento Section, ACS, 316 16th St., Sacramento 14, California

FACULTY-STUDENT PRESS CONFERENCE, 1951

The series of annual faculty-student press conferences interrupted by World War II will be resumed this year at a three-day meeting on the Berkeley campus of the University of California, May 3-5, 1951. There will be two separate programs—one for faculty members, one for students.

Faculty members will be offered a 15-hour program on Journalism in the Secondary School and Junior College at which they can earn one unit of credit. The topic "Direction of School Publications" will be covered in sessions on copy, photoengraving, printing and lithography, advertising, photography, radio and television, illustration and block printing, creative writing, school administration, and the school paper and annual.

The program for the students is being arranged by the Associated Students and the journalism honor societies of the University of California, in co-operation with the Department of Journalism and the California State Division of the National Scholastic Press Association. Professional representatives of newspapers, magazines, radio, television, and publishing organizations, as well as student speakers, will appear on the program.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

America's Education Press. A Classified List of Educational Publications Issued in the United States, with a Listing of Foreign Journals. Twenty-third Yearbook of the Educational Press Association of America. Edited by R. L. Hunt. Washington 6: Educational Press Association of America (1201 Sixteenth St., N.W.), 1950. Pp. 48. \$1.

ALEXANDER, WILLIAM M., and SAYLOR, J. GALEN. *Secondary Education: Basic Principles and Practices*. New York 16: Rinehart & Co., Inc. (232 Madison Ave.), 1950. Pp. xvi + 536. \$4.

American Association of Colleges for Teacher Education. *Second Yearbook, 1949*. Oneonta, N. Y.: Published by the Association, C. W. Hunt, Sec. (State Teachers College), 1949. Pp. 188. \$1.50.

Annual Report of the Federal Security Agency, 1950: Office of Education. Washington 25: Federal Security Agency, 1951. Pp. vi + 38. \$0.20.¹

Anthology of Ohio Verse, 1950. Columbus, Ohio: Ohio State Department of Education, 1950. Pp. 42.

BERNER, ELSA R., and SACRA, MABEL. *A Basic Book Collection for Junior High Schools*. Chicago 11: American Library Association (50 E. Huron St.), 1950. Pp. vi + 76. \$1.75.

The Blue Book of 16mm Films. Chicago 1: Educational Screen (64 E. Lake St.), 1951. Pp. 172 (twenty-sixth annual edition). \$1.50.

BRICKMAN, WILLIAM W. *Guide to Research in Educational History*. New York: New York University Bookstore, 1949. Pp. x + 220. \$2.75.

CHAMBERS, MERRITT MADISON (editor). *Universities of the World Outside U.S.A.* Washington 6: American Council on Education, 1950. Pp. xviii + 924. \$12.

DABNEY, LILLIAN. *The History of Schools for Negroes in the District of Columbia, 1907-1947*. Washington 17: Catholic University of America Press (Michigan Ave., N.E.), 1949. Pp. xiv + 288. \$3.

DAHL, LORAIN ANSON. *Public School Audiometry: Principles and Methods*. Danville, Ill.: The Interstate (19 N. Jackson St.), 1949. Pp. 290. \$3.

EISENSTEIN, MIRIAM. *Jewish Schools in Poland, 1919-39: Their Philosophy and Development*. New York 27: King's Crown Press (2960 Broadway), 1950. Pp. xii + 112. \$2.25.

ENGLISH, O. SPURGEON, and FINCH, STUART M. *Emotional Problems of Growing Up*. A Better Living Booklet, for Parents and Teachers. Illustrated by Kathleen Shepherd. Chicago 4: Science Research Associates (228 S. Wabash Ave.), 1951. Pp. 48. Single copies, \$0.40; 3 for \$1.

FANSLER, THOMAS. *Creative Power Through Discussion*. New York 16: Harper & Bros. (49 E. Thirty-third St.), 1950. Pp. x + 211. \$3.

Freedom and the University: The Responsibility of the University for the Maintenance of Freedom in the American Way of Life. A Symposium. Ithaca, N. Y.: Cornell University Press (128 Roberts Pl., Cornell Heights), 1950. Pp. x + 130.

¹ Distributed by Supt. of Documents, U. S. Gov't Printing Office, Washington 25, D. C.

- GILBERT, AMY MARGARET. *ACUNY, the Associated Colleges of Upper New York. A Unique Response to an Emergency in Higher Education in the State of New York.* Ithaca, N. Y.: Cornell University Press (124 Roberts Pl., Cornell Heights), 1950. Pp. 524. \$4.75.
- Growth and Development.* Review of Educational Research, Vol. XX, No. 5, December, 1950. Washington 6: American Educational Research Association, National Education Association (1201 Sixteenth St., N.W.), 1950. Pp. 341-440. \$1.50.
- GUERARD, ALBERT LEON. *Education of a Humanist.* [Cambridge]: Harvard University Press, 1949. Pp. x + 302. \$5.
- How to Find Out About the United Nations: Materials Available and Where to Get Them.* Lake Success, N. Y.: United Nations, June, 1950. Pp. 56. \$0.15.¹
- A Korea Chronology.* Lake Success, N. Y.: Department of Public Information, United Nations, October, 1950. Pp. 12.¹
- LIE, TRYGVE. *The Road to Peace: A Twenty-Year United Nations Program.* Text of the Secretary-General's Address to the General Assembly on the Development of a Twenty-Year Program for Achieving Peace Through the United Nations. New York: Department of Public Information, United Nations, November, 1950. Pp. 12.¹
- LIE, TRYGVE. *The United Nations Approach to Peace and Progress.* Text of the Introduction to the Fifth Annual Report on the United Nations. Reprinted from the *United Nations Bulletin*, August 15, 1950. Pp. 12.¹
- Manual for Teachers of Adult Elementary Classes.* Curriculum Bulletin 1949-50 Series, No. 2. Brooklyn 2, N.Y.: Board of Education of the City of New York, 1950. Pp. viii + 142.
- Moral and Spiritual Values in the Public Schools.* Washington 6: Educational Policies Commission (1201 Sixteenth St., N.W.), 1951. Pp. x + 100. \$1.
- N.E.A. Tours, 1951.* Washington 6: Division of Travel Service, National Education Association (1201 Sixteenth St., N.W.), 1951. Pp. 32.
- NEUGARTEN, BERNICE L. *Your Heredity.* Life Adjustment Series. Chicago 4: Science Research Associates, Inc. (228 S. Wabash Ave.), 1951. Pp. 48. Single copies, \$0.40; 3 for \$1.
- PROCTOR, JAMES O., and GRIEFZU, G. EDWARD. *T. N. T.—Techniques, Notes, Tips for Teachers, Foremen, Supervisors, Directors.* Albany, N.Y. Delmar Publishers, Inc., 1949. Pp. viii + 88. \$1.25.
- Provisional Agenda for Economic and Social Council.* Topics for Discussion at Twelfth Session. New York: Department of Public Information, United Nations, February, 1951. Pp. 12 (reprinted from *United Nations Bulletin*) (February 1, 1951).¹
- Radio Script Catalog.* A List of More Than 13,000 Annotated Radio Scripts Which Are Available on Free Loan from the Radio Script and Transcription Exchange of the Office of Education. Prepared by Gertrude G. Broderick. Washington 25: Office of Education, Federal Security Agency, 1950 (sixth edition). Pp. iv + 84, \$0.25.²
- A Report on an Administrative Survey of the U. S. Office of Education of the Federal Security Agency.* Chicago 37: Public Administration Service (1313 E. Sixtieth St.), October, 1950. Pp. iv + 82 (reproduced from typewritten copy, reprinted by U. S. Office of Education).

¹ U. N. publications are distributed in the U. S. by Columbia University Press, 2960 Broadway, New York 27.

² For sale by Supt. of Documents, U. S. Gov't Printing Office, Washington 25, D. C.

Safe Use of Electrical Equipment. Washington 6: National Commission on Safety Education and National Science Teachers Association of the National Education Association (1201 Sixteenth St., N.W.), 1951. Pp. 36. \$0.50.¹

Statistical Summary of Education, 1947-48. Chapter 1 of Biennial Survey of Education in the United States, 1946-48. Washington 25: Office of Education, Federal Security Agency, 1950. Pp. vi + 50. \$0.20.²

Statistics of Higher Education, 1947-48. Chapter IV of Biennial Survey of Education in the United States, 1946-48. Washington 25: Office of Education, Federal Security Agency, 1950. Pp. viii + 106. \$0.30.²

Study Abroad: International Handbook—Fellowships, Scholarships, Educational Exchange. Vol. III, 1950-51. Paris 16e, France: UNESCO, 1951. Pp. 308. \$1.25.³

Today's Schools: Are They As Good As Yesterday's? Chicago: Chicago Public Schools, Herold C. Hunt, General Superintendent, n.d. Pp. 24.

STEWART, GEORGE RIPPEY. *The Year of the Oath: The Fight for Academic Freedom at the University of California.* Garden City, N.Y. 20: Doubleday & Co. (14 W. 49th St.), 1950. Pp. 156. \$2.

True Faith and Allegiance: An Inquiry into Education for Human Brotherhood and Understanding. Compiled and edited by Harold Benjamin. Washington 6: Commission for the Defense of Democracy Through Education, National Education Association, 1950. Pp. x + 104. \$0.75.¹

War-Handicapped Children. Problems in Education—I. Report on the European Situation by Dr. Therese Brosse. Publication No. 439 of the United Nations Educational, Scientific and Cultural Organization. Paris 16e, France: UNESCO (19 Avenue Kleber), 1950. \$0.50.³

¹ Discounts on orders in quantity.

² For sale by Supt. of Documents, U. S. Gov't Printing Office, Washington 25, D. C.

³ U. N. publications are distributed in the U. S. by Columbia University Press, 2960 Broadway, New York 27.

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